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ABSTRACT

This study attempts, experimentally, to explore the supervisory relationship in the counseling practicum. The relative effects of two methods of practicum supervision are examined by comparing the rated counseling performance of 24 counselor trainees. Half of these trainees had their session tapes evaluated immediately following the counseling sessions--the traditional direct supervision. The other group had their supervisor present in the sessions as a co-counselor who modeled and monitored responses. The two groups were not found to differ significantly at the start or end of the course, but the rate of growth for the monitor-modeling group was significantly greater. Both practicum experiences, regardless of type of supervision, culminated in better counseling as perceived by the judges. (SJL)

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ACCOUNTABILITY IN PRACTICUM: EVALUATION OF SUPERVISION

OR

MONITOR-MODELING VERSUS IMMEDIATE FEEDBACK SUPERVISION IN PRACTICUM

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THIS STUDY ATTEMPTS TO EXPERIMENTALLY EXPLORE THE SUPERVISORY RELATIONSHIP IN THE COUNSELING PRACTICUM. IT INVOLVES AN EXAMINATION OF THE RELATIVE EFFECTS OF TWO METHODS OF PRACTICUM SUPERVISION. ALL THE STUDENTS WERE PARTICIPANTS IN ROLE-PLAYING, VIDEO-TAPING, GROUP PROCESS EXPERIENCES, CLASS DISCUSSIONS, ANALYSES OF TAPES BY "EXPERT" COUNSELORS, AND ANALYSES OF READING ASSIGNMENTS.

ONE HALF OF THE COUNSELORS-IN-TRAINING HAD THEIR TAPES EVALUATED IMMEDIATELY FOLLOWING THE COUNSELING SESSIONS - THE TRADITIONAL DIRECT SUPERVISION. THIS GROUP WAS LABELED THE IMMEDIATE FEEDBACK GROUP. THE OTHER GROUP HAD THEIR SUPERVISOR PRESENT DURING THE COUNSELING SESSIONS. IN THE COUNSELING SESSION, THE SUPERVISOR ACTED AS A CO-COUNSELOR. HE WAS IDENTIFIED ONLY AS ANOTHER COUNSELOR, AND ENTERED INTO THE COUNSELING SESSION WHEN HE FELT THAT THE COUNSELOR-TRAINEE HAD RESPONDED INAPPROPRIATELY OR MISSED THE SIGNIFICANCE OF THE COMMUNICATION OF THE CLIENT. HE THEREFORE "MONITORED" AND MODELED RESPONSES. THIS GROUP WAS CALLED THE MONITOR-MODELING GROUP.

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ALL COUNSELORS-IN-TRAINING (TWENTY-FOUR) COUNSELED COACHED CLIENTS AT THE BEGINNING AND END OF THE SEMESTER. THE RATINGS OF THESE TAPES BY A TEAM OF IMPARTIAL JUDGES (THREE, COUNSELOR-EDUCATORS FROM LOCAL UNIVERSITIES) ON THE CARKHUFF'S FIVE-POINT SCALE OF "GROSS RATINGS OF FACILITATIVE INTERPERSONAL FUNCTIONING," PROVIDED THE BASIS FOR ANALYSIS. (SEE APPENDIX V). ADDITIONAL PRE AND POST PRACTICUM DATA WAS SUPPLIED BY THE CALIFORNIA PSYCHOLOGICAL INVENTORY AND THE PERSONALITY ORIENTATION INVENTORY. (CPI - POI).

RESULTS

1. THE PRE-PRACTICUM JUDGES' RATINGS FOR THE TWO GROUPS DID NOT DIFFER SIGNIFICANTLY. ($p=.46$) SEE TABLE 1. THIS RESULT IS IMPORTANT TO THE REST OF THE STUDY BECAUSE IT ESTABLISHES THE RELATIVE EQUALITY OF THE TWO GROUPS AT THE BEGINNING OF THE EXPERIMENT. IF THE EXPERIMENTAL PROCEDURES HAD HAD NO EFFECT, THE TWO GROUPS WOULD HAVE BEEN EXPECTED TO REMAIN THE SAME AT THE END OF THE COURSE AS WELL.

2. PRE TO POST PRACTICUM COMPARISONS OF JUDGES' RATINGS FOR GROUP I (MONITOR-MODELING) DIFFERED SIGNIFICANTLY ($p=.01$) SEE TABLE 2.

3. THE PRE TO POST PRACTICUM COMPARISIONS OF JUDGES' RATINGS FOR GROUP II (IMMEDIATE FEEDBACK) DIFFERED SIGNIFICANTLY. ($p=.01$) SEE TABLE 3.

THESE TWO RESULTS STRONGLY INDICATE THAT BOTH PRACTICUM EXPERIENCES, REGARDLESS OF TYPE OF SUPERVISION, CULMINATED IN BETTER COUNSELING AS PERCEIVED BY THE JUDGES. THE FINAL TWO ANALYSES ATTEMPTED TO EXAMINE MORE CAREFULLY THE RELATIVE EFFECTS OF THE TWO METHODS OF SUPERVISION.

4. THE POST PRACTICUM JUDGES' RATINGS FOR THE TWO GROUPS DID NOT DIFFER SIGNIFICANTLY. THE DIFFERENCE, ALTHOUGH SOMEWHAT IMPRESSIVE, IS NOT SIGNIFICANT AT THE .05 LEVEL. THE MONITOR-MODEL GROUP WAS RATED HIGHER BY THE JUDGES. ($p= .15$). SEE TABLE 4.

5. The pre to post practicum comparisons of judges' ratings between Group I and Group II differed significantly. ($p = .01$). See TABLE 5.

The important significance of the results examined in this study provides that even though the two groups did not differ significantly at the start (TABLE 1) or end (TABLE 4) of the course, the rate of growth for the monitor-modeling group was significantly greater.

It seems, then, that counselor-educators can rest assured that present methods of supervision, i.e., direct supervision (immediate feedback) do result in increased levels of functioning. On the other hand, this study has indicated that creating a truly "non-threatening" atmosphere in supervision, i.e., supervisor as model, can result in a significantly greater rate of growth in the acquisition of counseling skills. The implications for training seem self-evident.

TABLE 1

COMPARISON OF PRE-PRACTICUM JUDGES' RATINGS

Group I X growth	Group II X growth	Difference	"T" value	Significance
1.508	1.792	.283	.805	.429

TABLE 2

COMPARISON OF PRE TO POST PRACTICUM JUDGES' RATINGS FOR GROUP I

Pre X	Post X	Difference	"T" value	Significance
1.508	2.675	1.167	6.82	.01 level

TABLE 3

COMPARISON OF PRE TO POST PRACTICUM JUDGES' RATINGS FOR GROUP II

Pre X	Post X	Difference	"T" value	Significance
1.792	2.175	.383	6.56	.01 level

TABLE 4

COMPARISON OF POST PRACTICUM JUDGES' RATINGS

Group I X growth	Group II X growth	Difference	"T" value	Significance
2.675	2.175	.500	1.460	.158

TABLE 5

COMPARISON OF PRE TO POST PRACTICUM JUDGES' RATINGS BETWEEN GROUP I AND GROUP II

Group I X growth	Group II X growth	Difference	"T" value	Significance
1.167	.383	.784	6.30	.01 level

APPENDIX V

GROSS RATINGS OF FACILITATIVE INTERPERSONAL FUNCTIONING

THE FACILITATOR IS A PERSON WHO IS LIVING EFFECTIVELY HIMSELF AND WHO DISCLOSES HIMSELF IN A GENUINE AND CONSTRUCTIVE FASHION IN RESPONSE TO OTHERS. HE COMMUNICATES AN ACCURATE EMPATHIC UNDERSTANDING AND A RESPECT FOR ALL OF THE FEELINGS OF OTHERS AND GUIDES DISCUSSIONS WITH THOSE PERSONS INTO SPECIFIC FEELINGS AND EXPERIENCES. HE COMMUNICATES CONFIDENCE IN WHAT HE IS DOING AND IS SPONTANEOUS AND INTENSE. IN ADDITION, WHILE HE IS OPEN AND FLEXIBLE IN HIS RELATIONS WITH OTHERS, IN HIS COMMITMENT TO THE WELFARE OF THE OTHER PERSON HE IS QUITE CAPABLE OF ACTIVE, ASSERTIVE, AND EVEN CONFRONTING BEHAVIOR WHEN IT IS APPROPRIATE.

DISCRIMINATIVE LEARNING IS DEFINED AS . . . "THE LEARNING TO NOTE THOSE PARTICULAR CUES OR CLUES IN A STIMULUS SITUATION NEEDED TO EVOKE ONE RESPONSE RATHER THAN ANOTHER."

THERE ARE TWO BASIC TYPES OF DISCRIMINATION POSSIBLE IN A RELATIONSHIP IN WHICH ONE PERSON IS SEEKING HELP FROM ANOTHER. THE FIRST INVOLVES DISCERNING WHAT IS HAPPENING IN THE TOTAL RELATIONSHIP AND WHAT THE HELPEE IS COMMUNICATING TO THE HELPER. ...THE SECOND, AND MOST DIFFICULT, IS DISCERNING WHAT WOULD BE HELPFUL FOR THE HELPER TO DO OR SAY IN THE PARTICULAR SITUATION.

BY FACILITATIVE WE SIMPLY MEAN THAT WHICH FREES THE INDIVIDUAL TO ATTAIN HIGHER AND MORE PERSONALLY REWARDING LEVELS OF INTRAPERSONAL AND INTERPERSONAL FUNCTIONING. WHILE FACILITATIVE MAY ALSO CONNOTE THE BEHAVIORAL CHANGE RESULTANT FROM THE SYMPTOM AND OR ANXIETY REDUCTION DUE TO TECHNIQUES AS SYSTEMATIC COUNTER-CONDITIONING, WE EMPLOY THE CONSTRUCT PRIMARILY TO DENOTE THOSE COUNSELOR DIMENSIONS OF ATTITUDE AND SENSITIVITY THAT CREATE A THERAPEUTIC ATMOSPHERE ENABLING THE CLIENT TO RELATE CONSTRUCTIVELY TO THE COUNSELOR AND TO HIMSELF WITHIN THE THERAPEUTIC ENCOUNTER. DIMENSIONS SUCH AS THE COUNSELOR'S ACCURATE EMPATHIC UNDERSTANDING OF THE CLIENT, HIS RESPECT FOR THE CLIENT, HIS GENUINENESS WITHIN THE ENCOUNTER, AND THE CONCRETENESS OR SPECIFICITY WITH WHICH THE COUNSELOR AND THE CLIENT DEAL WITH FEELINGS AND PROBLEM EXPRESSIONS, ENABLE THE CLIENT TO EXPLORE HIMSELF CONSTRUCTIVELY IN HIS AREAS OF CONCERN.

NOTE: A MORE COMPLETE VERSION OF THESE INSTRUCTIONS INCLUDING THE CLIENT RESPONSES USED FOR JUDGES' TRAINING CAN BE FOUND IN ROBERT R. CARKHUFF'S BOOK, HELPING AND HUMAN RELATIONS (VOLUME 1), PP. 115-123.

SCALE OF GROSS RATINGS OF FACILITATIVE INTERPERSONAL FUNCTIONING

1.0 1.5	2.0 2.5	3.0 3.5	4.0 4.5	5.0
NONE OF THESE CONDITIONS ARE COMMUNICATED TO ANY NOTICEABLE DEGREE IN THE PERSON.	SOME OF THE CONDITIONS ARE COMMUNICATED AND SOME ARE NOT.	ALL OF THE CONDITIONS ARE COMMUNICATED AT A MINIMALLY FACILITATIVE LEVEL.	ALL OF THE CONDITIONS ARE COMMUNICATED AND SOME ARE COMMUNICATED FULLY.	ALL OF THE CONDITIONS ARE FULLY COMMUNICATED SIMULTANEOUSLY AND CONTINUALLY.